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ABSTRACT

This book presents reform efforts in science teacher education from an international perspective. Chapters include: (1) "International Perspectives on Science Teacher Education: An Introduction" (Sandra K. Abell); (2) "The Development of Preservice Elementary Science Teacher Education in Australia" (Ken Appleton, Ian S. Ginns, and James J. Watters); (3) "Reform in Science Teacher Education in Italy: The Case of Physics" (Lidia Borghi, Anna De Ambrosis, and Paolo Mascheretti); (4) "Science Teacher Preparation in Lebanon: Reality and Future Directions" (Saouma BouJaoude); (5) "Science Teacher Education in Pakistan: Policies and Practices" (Hafiz Muhammad Iqbal and Nasir Mahmood); (6) "Higher Order Thinking in Science Teacher Education in Israel" (Yehudith Weinberger and Anat Zohar); (7) "Secondary Science Student Teaching Assessment Model: A United States and United Kingdom Collaborative" (Kate A. Baird, Marilyn M. Brodie, Stuart C. Bevins, and Pamela G. Christol); (8) "Thinking Like a Teacher: Learning to Teach Science in a Study Abroad Program" (Sandra K. Abell and Amy M. Jacks); (9) "A Meeting of Two Cultures: The Experience of Facilitating a Teacher Enhancement Project for Egyptian High School Science Teachers" (Janice Koch and Angela Calabrese Barton); (10) "International Partnerships as a Means of Reforming Science Teacher Education: Bolivia, Chile, Venezuela, and the United States" (Jon E. Pederson, Ronald J. Bonnstetter, Marilu Rioseco, J. Mauro Briceno-Valero, Hernan Garcia, and James O'Callaghan); and (11) "International Science Educators' Perceptions of Scientific Literacy: Implications for Science Teacher Education" (Deborah J. Tippins, Sharon E. Nichols, Lynn A. Bryan, Bah Amadou, Sajin Chun, Hideo Ikeda, Elizabeth McKinley, Lesley Parker, and Lilia Reyes Herrera). (Contains 13 references.) (YDS)

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